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Le rapport traite de l'éducation physique dans les communautés de la Commission scolaire Crie. Il fournit une description générale de la situation existante qu'il compare à la situation désirée par les communautés Crie; il suggère, enfin, une direction générale à prendre pour développer un programme d'éducation physique.

Les données nécessaires à ce rapport proviennent de différentes sources. Divers rapports ont été étudiées. Durant trois semaines, en février 1980, les auteurs rencontrèrent les directeurs d'écoles, les professeurs d'éducation physique, les enseignants, les comités d'écoles, les chefs de bandes, les personnes des communautés chargées des loisirs et les enfants. Ils discutèrent finalement avec divers responsables de Val d'Or et avec le directeur d'école et le professeur d'éducation physique de McLean Memorial High School de Chibougameau.

On demande instamment que soit désignée une personne comme responsable du développement de l'éducation physique et du sport dans les écoles et qu'à long terme un gymnase soit construit pour chaque école. À court terme, on recommande que des terrains de jeu soient aménagés auprès des écoles et que l'équipement soit accru. On demande également que les enseignants reçoivent un programme pour les guider dans leur enseignement et qu'un programme de perfectionnement des maîtres soit établi.

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A REPORT TO THE
DEPARTMENT OF INSTRUCTIONAL SERVICES
OF THE CREE SCHOOL BOARD

Regarding

A STUDY OF PHYSICAL EDUCATION INSTRUCTION

Office of Research on Educational Policy
Division of Educational Leadership
Department of Educational Administration
Department of Physical Education

June 1980

McGILL UNIVERSITY, FACULTY OF EDUCATION, OFFICE OF RESEARCH ON EDUCATIONAL POLICY

PERSONNEL

This report is the result of a study of Physical Education within the Cree School Board conducted by the Office of Research on Educational Policy with the co-operation of the Physical Education Department of McGill University, January - March 1980.

Contributors to the study included:

Greg Reid, Assistant Professor, Department of Physical Education who conducted the study, visiting communities, collecting data, analyzing it and reporting.

Graham Neil, Associate Professor, Department of Physical Education who conducted the study, visiting communities, collecting data, analyzing it and reporting.

Gary Anderson, Director, Office of Research on Educational Policy who directed the initial planning and assisted with the analysis and reporting.

Douglas Riley, Chairman, Physical Education Department, Project Director, who assisted in the initial planning of the project.

Special thanks are extended to Sylvia Sklar who assisted in arranging visits to the Cree communities, Peter OBrien and Janyne Rahming who assisted in outling the report and providing editorial suggestions and Geraldine Norton for secretarial services.

FOREWORD

We travelled to the Cree communities for three weeks in February analyzing the physical education programs. Of course we learned much more. It was a beginning, for us, of an education in the Cree Culture: the schools, the traditions, the present transformation to some aspects of urban culture, and the people. Although outsiders, we always felt welcome and wish to extend our thanks to the many people who upheld the highly regarded "northern hospitality".

We hope this initial report is only a beginning to our work with the Cree School Board. In addition to the present document we believe the Department of Physical Education at McGill University in conjunction with OREP, Faculty of Education, would be in a position to offer other services to the Cree School Board. For example, there seems to be a need for ongoing workshops and clinics, consultative services including sources of government funding and literature resources, and teacher education. We hope the McGill Physical Education Department will play an important role in the challenging future of the Cree School Board.

PREFACE

The mandate of this study established by the Office of Research on Educational Policy (OREP), McGill University, the Cree School Board and the Department of Physical Education, McGill University, was to describe the state of physical education in the various Cree communities, to determine training needs of teachers and to initiate the process of teacher education and curriculum development. The specific objectives of the study were defined as follows:

Teacher Education

1. To determine overall needs for teacher training in physical education in the Cree School Board.

2. To recommend means of achieving training for the short term and long term.

3. To initiate training through a workshop for physical education teachers in March, 1980.

Community Views

4. To determine what the communities (through school committees and school staffs) consider to be the major goals of a physical education program.

5. To assess community views on the means of achieving these goals. Specifically, the content of the physical education curriculum, the amount of time that should be devoted to the subject and the ways in which the teaching-learning situation should be organized.

6. To determine community views on the need for additional physical education facilities.

7. To determine, with the assistance of Cree culture teachers, the desired relationships between content in the Cree culture program and content of the program in physical education.

Facilities for Physical Education

8. To describe existing facilities within the schools and the communities at large.

9. To recommend overall developmental priorities across all communities.

10. To identify unique needs for facilities in each community within schools and in the community in general.

11. To recommend specific developmental priorities for each community.

Physical Education Equipment

12. To determine what equipment is available in each school.

13. To assess needs for equipment purchase in general and specifically for each community.

14. To determine priorities for equipment purchase.

Safety

15. To determine existing community safety problems which should be addressed by the physical education program.

16. To propose suitable solutions to such problems through the physical education program.

Curriculum

17. Through an assessment of the existing program and community views, to develop an overall scope and sequence chart for physical education from pre-K to secondary I.

18. To conduct a workshop which will initiate development of a comprehensive curriculum guide for pre-K to secondary I. Such a guide will include, for each unit, appropriate objectives and skills to be learned, learning activities, equipment, teaching strategies and a time frame. Initially, emphasis will be placed on the K-grade 3 or cycle one level.

19. To assist the curriculum development team in planning an overall curriculum development program which will complete the curriculum guide.

The following report highlights the findings pertaining to teacher education, community views, facilities, equipment, and safety. Minimal comments have been included with regard to curriculum development since that is really a second phase to our work and could be developed if desired by the Board. Similarly the third objective of initiating a workshop for physical education teachers has not been achieved as the School Board wished to see this report prior to organizing a workshop. The attempt of this document is to provide general advice and global recommendations for physical education rather than offer specific comments on such things as evaluation of individual teachers or ordering equipment for the schools which are more appropriate matters for internal administrators. However, we did make suggestions for equipment purchasing to individual schools and provide other on-the-spot services when requested to do so.

Early in the visits, it became apparent that the school physical education programs could not be discussed in isolation from existing community recreation activities. Thus, a section on the relations between school and community is included. Similarly, although the mandate did not involve the secondary level student, it was felt desirable to discuss this physical education program to the extent it is influenced by or influences the elementary level program.

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INTRODUCTION

Objectives and Principles of Physical Education

The global objectives of physical education vary somewhat with the author presenting them but many include the following concepts:

1. Physical education as a means of promoting physical fitness, efficient posture and reducing obesity.
2. Physical education as a means of promoting motor skill acquisition necessary to perform effectively in rhythmics, aquatics, gymnastics, and games.
3. Physical education as a means of promoting cognitive knowledge about bodily function and rules and techniques in rhythmics, aquatics, gymastics and games.
4. Physical education as a means of promoting social and emotional development.

Many curricula for the elementary school attempt to realize these major objectives through a developmental program of games, gymnastics and rhythmics. The program must be developmental in the sense that progressions exist in the activities from kindergarten to grade six. For example, "games" for kindergarten children use simple rules and typically involve much experimentation with throwing, catching, and kicking balls, whereas grade six students desire, enjoy and can cope with the more complex movements, rules and strategies of traditional games such as basketball, hockey, etc. A quality program of physical education is also developmental in the sense of progression within a unit or theme of movement for a particular grade. For example, grade one students are provided with new challenges and more difficult tasks in gymnastics throughout the year, while the ice hockey unit in grade six over the eight week period might move from simple passing between two players to more complex plays with five members getting the puck out of their own end.

The program of physical education is thus essentially instructional in nature and not recreational. There should be objectives established for each unit of

the program and for daily lessons. The objectives guide planning to ensure that students are being taught physical skills and accompanying cognitive knowledge rather than simply being allowed "to play" with little comment by the teacher.

A well-rounded program of physical education should be further guided by a number of principles. For instance, teachers should attempt to maximize the activity level in every class. If being taught ball skills, every child should probably have a ball to promote maximum activity. Long line-ups should be avoided as should lengthy discussions. Another principle is appropriate use of feedback - teachers must provide youngsters with the knowledge of how well they are performing a task since this is not always apparent to the child.

Finally, a quality physical education program should also include Intramurals before school, at lunch time and after school, play days, tournaments and field days. These activities provide valuable experiences in further practising the skills taught in class.

Cree School Board Physical Education

From discussions with school committees, principals, teachers, band council representatives, community recreation committee members and children, it very soon became apparent that what the Cree people desire for their children is physical education programs very similar to those existing elsewhere in North America. Concern was expressed, for instance, for the development of physical fitness, bodily coordination and specific sport skills. The number of program modifications to fit the Cree culture and setting is actually quite minimal.

Comparing the current programs and practices in physical education teaching in Cree schools with the above-mentioned wishes of Cree community members and the previously established objectives and principles, we find that there

is considerable room for improvement.

The state of physical education is greatly determined by the overall condition of affairs within the schools and communities in which it is to be found. The schools of this school board, however, have two features that stand out. Each of these is an important determinant of the physical education programs that exist in these schools, and of what can be expected or recommended for the future. First of all, the entire Cree nation (including its schools) is in a state of rapid change, with the accompanying disruption, instability and insecurity. Second, there is tremendous diversity between the Cree communities and their respective schools. The following paragraphs attempt to elaborate on each of these features and suggest in general what implications each has had for the present status and might have for developments in physical education.

A visitor to the schools of the Cree communities rapidly gets the feeling that things have recently been (and continue to be) in a state of relatively rapid change. The Cree are gaining control of their own affairs. Their communities are growing rapidly and in many cases are moving, or anticipating moving, to new locations. The children are being encouraged to go to school regularly, and much is being done to adapt their education to present needs as well as to the traditions and desires of their parents. All of these things are being done in hopes of improving the Cree living standard and better preparing them for a new way of life while trying to protect the cherished ways of the past. These changes are not easy, though desirable, but they are accompanied by many real problems. Nothing is stable nor secure, and few have a clear picture of exactly what they want or can expect in the future. So-called "schools" are often collections of buildings originally designed for other purposes. Physical education is being taught by personnel with little or no training. Permanent facilities, open space for free play, and fixed equipment for physical education and sports are the exception rather than the rule. Community recreation

organizations with their services, facilities, equipment and programs are in a similar state of uncertain and erratic development.

As the Cree way of life changes, there is a need for education (and physical education) to prepare for a future which includes more leisure time. The children need to learn and to develop habits of constructive use of their free time.

All of the above have important implications for what is needed and can, and should be, done immediately, and for what must wait until villages have permanent locations until schools are built and until things become more stable.

The second important feature of the present situation that stands out and has important implications for physical education is the tremendous diversity of communities and hence the differences between one school and another. To the modern, well-equipped, one-building Sand Park Elementary School in the centre of the community is contrasted the variety of "school" buildings spread about Great Whale and Waswanippi. To the near-perfect school attendance in the isolated community of Eastmain must be contrasted the sporadic visits to school by some students in Great Whale. To the experienced university degree-holding physical educators of one school must be contrasted the part-time totally untrained neophyte teachers of others. From community to community, school to school, and one physical education situation to another, there are tremendous differences.

This diversity means that although some general recommendations are made to the Cree School Board as a whole, they necessarily have somewhat different implications for each of the school situations. Each community must be treated as a separate entity with separate problems and potential solutions. There are fewer aspects in common than one might have expected. There may eventually be one general physical education program

for the schools, but each different situation, (for the present at least,) requires implementation in somewhat different ways.

In general, in comparison to the norms elsewhere, the state and quality of physical education in the Cree schools are not good. A brief comparison with facilities, equipment, leadership and programs being provided for the Cree children attending McLean Memorial School in Chibougamou gives some idea of the differences. This comparison is made within the context of what the Cree people have indicated they want for their children. Meetings with school committees, principals, teachers, band council representatives, community recreation committee members and children have lead us to believe that what is desired and needed is regular, more-or-less southern type physical education programs adapted to the needs and circumstances of the individual communities. It is with this idea in mind that the present evaluation is made.

The picture is not all bleak, however. The accompanying summary table (see page 11) makes evident at least a few strengths of the present situation. Also, when comparing the present findings to those reported by Bjorn Olsen in his Youth Recreation Report for Student Services of the School Board a year ago, some improvements are noted. Perhaps, the most positive features of the situation, however, are to be found in the fact that the School Board has decided to have this study done as a first step, and the very positive manner in which this study has been received by all those contacted in the process. The Cree people, their school personnel and their children all seem to be looking forward to significant improvements in physical education in the near future.

SUMMARY

This report concerns Physical Education within the communities of the Cree School Board as examined during the winter of 1980. Visits to each community provided an opportunity to inventory existing facilities and equipment, to observe current practices and to discuss the entire situation with teachers, principals, school committees, band council representatives, community recreation committee members and children. The report provides an overall description of the situation comparing it to that desired by the Cree communities and suggests general directions for future development in this field.

Physical education in the schools of the Cree communities is very much influenced by the overall condition within the schools and communities in which it is to be found. The current rapid change within the Cree nation with all the accompanying features of disruption, instability and insecurity is the first concern. Second, the tremendous diversity among the communities and their respective schools has important implications for what needs to be done. Also, it became quite evident that the Cree people want and need physical education similar to that found elsewhere in North America.

The current situation in physical education in Cree communities is not particularly good. This summary and its recommendations attempt to provide guidelines to alleviate some of the key difficulties.

A particularly acute problem is one of leadership. There is a need for a person or agency to aid in teacher supervision and development as well as program organization. This consulting service must be flexible, experienced and resourceful and could play a major role in upgrading the physical education program.

> Recommendation 1: We recommend that the Cree School Board appoint a person or agency to be responsible for leadership in the development of physical education and sport within its schools.

Gymnasium facilities are usually considered a minimum requirement for quality instruction in physical education. Some communities such as Mistassini enjoy a beautiful gym while others such as Paint Hills lack even an empty classroom which could be used for physical activity. A gymnasium must not be considered solely for the school program as it can be used in the evenings and at weekends by everyone in the community. Outside facilities such as playgrounds for the younger children and playing field for softball, soccer, etc. are also required and are not nearly as expensive as gyms. Gymnasiums and outdoor facilities must be stocked with appropriate equipment so that a well-rounded program can be provided. In many of the schools visited equipment was lacking or in need of repair. Although there are physical activities which can be conducted with minimal apparatus the ultimate goals of physical education (as these were articulated by leaders in the Cree communities) require a major expansion of facilities and equipment to be realized.

Recommendation 2: We recommend that long range plans be established to construct a gymnasium for every school in the Board.

Recommendation 3: We recommend that immediate steps are initiated to construct a playground near every school and that flat, unobstructed sports playing fields are developed adjacent to each school.

Recommendation 4: We recommend that the physical education equipment for each school be increased and upgraded immediately.

It was clear from the comments that we received that the type of program desired by the Cree in physical education parallels those existing elsewhere in North America. Thus the development of a unique Cree curriculum did not appear to be a priority. Teachers of physical education, however, generally lack organization and progression in their programs both over the year and in specific lessons. If they are provided with an existing curriculum and taught how to use and adapt it, the physical education instruction should

improve.

> Recommendation 5: We recommend that the teachers of physical education be given a curriculum to guide and structure their teaching. The adoption of an existing curriculum must occur in conjunction with teacher education which would instruct the teachers in the essentials of curriculum utilization.

Most authorities view elementary school physical education classes as consisting of gymnastics, games, rhythmics and if possible aquatics. Unfortunately, in the Cree schools, games, usually sports, are the predominant content of lessons. The time allotment to physical education is minimal, usually one hour per week. This could be increased by an extensive program of intramural activities during recess, lunch hours or after school.

> Recommendation 6: The physical education program content should reflect a healthy balance between games, gymnastics and rhythmics and the extra curricular activities including intramurals should become a regular feature of the program so that increased activity occurs beyond the minimal 60-90 minutes per week.

Recreation committees exist in almost all the Cree communities and offers a variety of programs including sports. There appears at times to be a lack of communication among those concerned with the sport offerings. There does not seem to be a clear division of responsibilities with regard to the provision of leadership, facilities, equipment, program or maintenance of facilities. If these problems are solved, the resources available to the Board and the Cree people will result in improved recreation and sport programs.

> Recommendation 7: We recommend that the Cree School Board provide the necessary incentives and support for each school to work out the required arrangements with its respective band council recreation committee to best meet the physical education and recreation needs of that community.

The majority of the physical education instructors in Cree schools lack formal training and experience. For an effective program to evolve in physical education, leadership in each school must be developed.

> Recommendation 8: We recommend that a long term program of teacher development in physical education be established.

> Recommendation 9: We recommend that to meet immediate needs of class organization, activity selection and orientation of the goals of physical education, etc., workshops should be conducted as soon as possible. These may be week long or over-the-weekend workshops.

Physical education always occurs with some risk - a turned ankle or scraped knee. Although these risks cannot normally be eliminated, broken equipment, hazardous playing areas or inappropriate footwear (e.g. socks in a gym) can be removed as potentially dangerous situations. Isolated occurrances of these situations are noted in the community-by-community discussions in the appendix. Suffice it to say that the Cree School Board should be concerned with safety factors in the physical education program.

> Recommendation 10: We recommend that safety be made a top priority in the policies and procedures in all matters of physical education and recreation dealing with facilities, equipment and participant dress.

One concern expressed by many adults was that of water safety. It was considered highly desirable that the children learn at least the fundamentals of water safety and swimming.

> Recommendation 11: We recommend that the Cree School Board take the necessary steps to offer to each community the opportunity for its youth and interested adults to reserve basic water safety and swimming instruction.

We have provided the Cree School Board with eleven recommendations for consideration. These must be evaluated in light of each community's news, the great diversity of which has already been noted. To aid this process a summary table and extensive community-by-community report have been included.

SUMMARY OF PHYSICAL EDUCATION SITUATION IN THE SCHOOLS OF THE CREE SCHOOL BOARD

SCHOOLS	NO. OF STUDENTS	GYM	RINK	SPORTS FIELD	PLAYGROUND	EQUIPMENT	SCHOOL PROGRAM			YOUTH SPORT REC. PROGRAM	P.E. PERSONNEL PREPARATION	P.E. RELATED SAFETY CONCERNS
							INSTRUCTIONAL TIME	INSTRUCTIONAL PROGRAM	EXTRA-CURRICULAR			
EAST MAIN	98	none	excellent with lights	minimal	inadequate	poor	irregular	no regular plan	some	some	classroom teachers doing own P.E.	water safety
FORT GEORGE Sand Park Elem.	about 306	excellent	good with lights	minimal	good	good	regular minimal	good	minimal	some	university degree trained & 2 yrs. exp.	inappropriate P.E. dress water safety
Ste. Therese	about 305	inadequate	good	good	minimal	meager	regular minimal	inconsistent	none	some	1 untrained some experience 1 some training some experience	inappropriate P.E. dress water safety unrepaired equipment
Sand Park Sec.		chapel-poor gym-excel	good with lights	inadequate		chapel-poor gym-inadequate	regular minimal	inconsistent	some	some	1 untrained inexperienced 1 trained beginner	inappropriate P.E. dress water safety unrepaired equipment
GREAT WHALE	about 165	excellent but some distance from school bldgs and shared	poor & some distance from school	adequate but some distance from school	non existent	adequate perhaps	irregular	poor	none	none	part-time untrained beginner (by the hour)	unrepaired P.E. equip. lack of proper footwear in gym
MISTASSINI	460	excellent	good	inadequate	minimal	good	regular minimal	fair to good	minimal	some	1 untrained with some experience 1 trained with considerable experience	unrepaired P.E. equip. - water safety
RUPERT HOUSE	320	none	good with lights	minimal	none exist	meager	regular minimal	inconsistent	none	some	untrained inexperienced	water safety
WASWANIPI	142 & growing	none (using small warehouse & empty classroom	fair to good	non-exist.	non-exist.	poor	regular minimal for most groups	inconsistent	none	none	untrained inexperienced	-water safety -use of warehouse as gym -no safe open play area
PAINT HILLS	about 160	-none	good with lights	non-exist.	minimal	meager	regular minimal	fair	some	some	untrained with some experience	water safety

METHOD OF STUDY

Data for the present investigation were gleaned from a variety of sources. A number of written reports were obtained: (1) proposal for a physical education curriculum submitted to the Cree School Board by Al Brown (1979); (2) a report on youth recreation in the various communities submitted to the Student Services division of the Cree School Board by Bjorn Olsen (May, 1979); (3) reports on physical education submitted to the Cree Board by principals and physical education teachers from several communities, 1979; (4) the Canadian Executive Service Overseas (CESO) report of 1979 detailing the recreation programs conducted in the summer of 1979 in several communities; and, (5) discussion with, and report, from Douglas Riley (January 1980) with regard to the secondary physical education program at Sand Park, Fort George. During the three weeks of the present project, principals, physical education teachers, classroom teachers, school committees, band chiefs and community recreation members were consulted. In addition, brief discussions were held with L. Stackhouse, E. Nolan, G. Murdoch, and C. Tomatuk in Val d'Or and with the principal and physical education teacher of McLean Memorial High School in Chibougamou. A detailed itinerary is included in Appendix A.

FINDINGS AND RECOMMENDATIONS

Overall Priorities for Development

During this period of rapid change in the Cree communities and schools, certain things can, and should, be done immediately while others must wait until villages have permanent locations, schools are built and things become more stable. Leadership in physical education from the Board's Central Office is needed immediately, the teachers must be trained, equipment, materials and supplies purchased, tentative agreements worked out with community recreation committees and programs implemented within the present means. Detailed plans for the future must also be started immediately if, eventually a good quality offering is to be hoped for. This includes plans for school gymnasium which will also double as community recreation centres, suitable attractive playgrounds and sports fields and the equipment with which to outfit them.

Undoubtedly the first step necessary is the appointment of an individual or organization to assume the leadership in seeing that all of the other necessary things are done.

> Recommendation 1: We recommend that the Cree School Board appoint a person or agency to be responsible for leadership in the development of physical education and sport within its schools.

The Ministry of Education of Quebec offers a special, non-transferable grant for the hiring of such a person as a consultant in physical education and sport. It would be this person's responsibility to see to the realization of all of the other recommendations outlined in this report using all available resources.

Suggested Role of the Physical Education Consultant

1. to provide leadership in the professional development of teachers through many forms of in-service training.

2. to work with the Coordinator of Teacher Training to stimulate interest in teacher training among those responsible for teaching physical education;

3. to assist in the recruitment, selection and induction of newly-appointed teachers;

4. to supervise those who conduct the physical education and sport programs in the schools;

5. to help ensure a balance of physical education objectives within the overall educational objectives of the schools and school board;

6. to advise the school board administrators regarding the pupils' needs and the types of activities which should be planned and organized, the participation of school personnel needed and the use of the available resources of the board and the milieu required;

7. to provide leadership and guidance for school administrators and teaching personnel in the implementation of physical education and sport programs;

8. to initiate development, implementation and evaluation of curricula;

9. to work with administrators and teachers to upgrade all aspects of the program including time allotment, scheduling, etc;

10. to assist school administrators and physical education teachers in determining priorities, and in obtaining equipment and supplies;

11. to assist school and board administrators in determining priorities in outlining needs and drafting plans for physical education and sport facility renovations and additions;

12. to search out sources of funding for the various aspects of the physical education program;

13. to work closely with Student Services, Buildings and Equipment, and other Divisions of the Board to ensure optimum use of all available resources;

14. to establish contacts within the communities, and in particular with recreation organizations, in order to promote maximum use of community facilities, equipment and human resources;

15. to interpret physical education to many groups at various levels - government, the school board, principals, teachers, colleagues in the Board, students, the community; and

16. to encourage continuous evaluation of the physical education and sport programs and those who conduct them.

To fill this leadership role, the consultant would need to have at least a bachelor's degree in physical education and extensive experience as a teacher or consultant, preferably in a variety of settings. He might be a full-time employee of the Board or a person or agency from elsewhere contracted to provide the ongoing services. The position would of necessity require visits to the various communities and constant contact with other representatives of the Board at all levels.

While at first glance this may seem an expensive luxery to a school board just beginning to organize itself, it is most definitely the necessary first step in the development of an efficient, productive program of physical education in the schools of the Cree School Board.

At the same time as consultant leadership is being provided, the teachers must be trained and provided with at least a minimum of equipment. The personnel have to be taught what to teach and how, but they must also have facilities and equipment to use. Well-trained, enthusiastic teachers, however, can often do wonders with a minimum of other resources (especially if they know that this is a temporary situation).

A high priority is not placed on the adoption of a curriculum guide until all physical education teachers are better trained. To draft or adopt a specific curriculum guide at this point would be largely non-productive, for the teachers at least. Those teaching physical education should be

provided with copies of existing curricula and encouraged to try a variety of things. A Board-approved curriculum should be developed as teachers are trained to implement it.

Community Views

Much discussion took place with school committees, principals, teachers and parents as we tried to discern the views of the communities concerning the goals and content of physical education. Somewhat surprisingly, there was a consensus of opinion amongst the communities. The goals of physical education that were most mentioned paralleled those of other programs in North America, e.g. physical fitness and motor skill development. When specific activities were suggested, traditional sports such as hockey, volleyball, and basketball were commonly mentioned as well as activities such as swimming, badminton, track and field events and cross country skiing; these suggestions indicated a desire by most community leaders for a physical education program closely approximating curricula of "southern" school boards.

There was also consensus regarding the need for additional physical education facilities. Gymnasiums (not unexpectedly) were most commonly mentioned as were softball diamonds, playing fields and hockey arenas. These facilities, of course, must not be considered solely for the use of the school evening activities for adults or for that matter, community recreation programs for every age are possible in afternoons or weekends.

There was some concern, prior to the study, that aspects of the physical education program might infringe upon the Cree culture program. This concern did not materialize as the physical education suggestions were "southern" in nature. In several communities the Cree culture teachers were enthusiastic about constructing snowshoes which could be used in physical education, and even canoes for instructional purposes. These are examples of excellent cooperation between subject areas and suggest that

physical education will not be in conflict with Cree culture program.

Facilities and Equipment

There is great variance amongst the schools of the Cree School Board in facilities and equipment. Some are well-equipped while others have minimal room or equipment for conducting good programs. Though much can be accomplished without a gymnasium, one is necessary for a well-rounded program. Not only does a gymnasium serve the children of the school but adults and teenagers can use it for recreation and social activities in the evenings and on weekends. Furthermore, if a stage, appropriate storage space, washrooms, etc. are constructed within the gym, the facility can become a multi-purpose community centre.

> Recommendation 2: We recommend that long range plans be established for constructing a gymnasium for every school in the board.

It is hoped that a physical education consultant is engaged in the planning process for such facilities so that the architects can benefit from professional experience in gymnasiums.

Children need movement in order to develop optimally. A well-designed playground can enhance this development as children (particularly those of primary and kindergarten age) explore and play on the apparatus. The playground can be used at recess as well as immediately before and after school hours and on weekends. Many of the existing school playgrounds do not facilitate exploration and play.

As children grow, interest in traditional team sports emerges. In most communities the hockey rink meets the interest in ice hockey and broomball. In addition to hockey rinks, however, a large playing field which could accommodate such activities as soccer, team handball, and flag football

should be considered fundamental to the physical education program. Such sports fields are not provided in most communities. A softball diamond as part of, or separate from, the other playing fields should also be considered integral to the physical education facilities.

> Recommendation 3: We recommend that immediate steps be initated to construct a playgound near every school and that flat, unobstructed sports playing fields be developed adjacent to each school.

Compared with a gymnasium, playgrounds and playing fields are inexpensive to build. Much of the work can be done by local parents using indigenous material. Ideas for playground apparatus can be obtained from a number of books and/or resource people who have built such playgrounds.

Equipment for young children, such as beanbags, hoops, balls and mats, is especially necessary in all schools. Sports equipment, records for rhythmics, and gymnastic apparatus are also important for a well-rounded program. An equipment list with specific recommendations has already been sent to several schools.

> Recommendation 4: We recommend that the physical education equipment for each school be expanded and upgraded immediately.

As the schools become better equipped an inventory should be developed and maintained in each school for reference in programming and making requests for purchases. Physical educators and principals should be encouraged to build into their equipment requests plans for the gradual replacement of major items which wear out (such as gym mats) as well as for equipment needed for anticipated activities. Also, simple procedures should be established for having broken equipment repaired and put back into use as quickly as possible.

Once the schools have submitted their requests for equipment and supplies, it is highly desirable that purchasing be done centrally by the Board through a system of public tendering. In this way a consultant can assist in the final selection of the appropriate design and brand of items to fill the school needs while keeping costs well below normal retail price (e.g., there are at least fifteen different designs, brands and prices of basketballs. It takes experience in the business to select an appropriate one for the needs.)

Program

There are many exciting things happening in the Cree schools, but in physical education the schools usually lack organization, continuity and consistency. A well-planned developmental program in physical education is necessary for excellent benefits for children to be realized. There are, however, many facets to an "excellent program."

At present there is no guide or plan for organizing the yearly programs in physical education in most of the schools. A curriculum in physical education for Cree schools should, therefore, be a priority. Since, as noted previously, a physical education program typical of North America appears to be the wish in all Cree communities there does not seem to be a need for the development of a specific "Cree curriculum" in physical education. A curriculum, however, provides guidelines for teachers and thus ensures some continuity of instruction regardless of the instructor. A curriculum also includes progressions across grade level, thus preventing needless repetition. For beginning teachers, particularly those without formal training, a curriculum is a tremendous aid in organizing the yearly program and even in developing daily lesson plans.

> Recommendation 5: We recommend that the teachers of physical education be given a curriculum to guide and structure their teaching. An adoption of an existing curriculum must occur in conjunction with teacher education which would instruct the teachers in the essentials of curriculum utilization.

Although all aspects of the physical education program need upgrading, there was particular concern expressed for the girls' program. Another priority for curriculum and teacher education is pre-K, kindergarten and primary level physical education. Many teachers felt at a loss for activities for these children and, in some schools, there was no physical education at all for the young ones.

Experts are not in total harmony as to the subdivisions of physical education programs. There is some agreement, however, that elementary school programs should consist of gymnastics, games, rhythmics and (where possible) aquatics. Although games, and to a lesser extent gymnastics, were apparent in the schools, rhythmics and aquatics were not part of the program. There was also minimal reference to physical fitness or the Canada Fitness Tests which are part of many programs elsewhere.

The preceding paragraph dealt solely with the service or class instruction program. Intramurals and other non-instructional within-school programs, however, augment the instructional program by providing activity during recess, lunch hours or after school. Teams are found within the school (usually for the grades 4, 5, 6) and compete in the sport that is presently being taught in class periods. Most of the schools in the Cree Board would benefit from intrmurals since the present instruction time in physical education is minimal.

Intramurals are only one aspect of an extracurricular program. Other activities which provide opportunities to learn and perform new skills include field days, winter carnivals, sports days and dance and sports clubs. These are school-related activities which should be part of every community and organized by the physical educator. Some of these types of programs are present in some communities. Since the physical educator is being asked to be involved in intramurals and other extracurricular activities, such efforts should be reflected in his workload.

Recommendation 6: The physical education program content should reflect a healthy balance between games, gymnastics and rhythmics and the extracurricular activities, including intramurals should become a regular feature of the program so that increased activity occurs beyond the minimal 60-90 minutes per week.

Most schools in the Cree Board offer the minimum of time to physical education, usually one hour per week. It is highly desirable, according to the Canadian Association of Health, Physical Education and Recreation (CAHPER), to provide daily physical education for our youngsters. In the primary grades shorter periods (30 min.) are usually preferable to longer periods (45-60 min.) which are probably optimal for the older students. It is also common, above grade 3, to separate the sexes for physical education instruction.

School Physical Education Programs in Relation to Community Recreation

In spite of diversity from one community to another, there is a common need for the School Board and its local school authorities to work out appropriate agreements and arrangements with the recreation committees of the various band councils. At present there is often a lack of communication among those concerned. There is a lack of a clear division of responsibilities regarding the provision of leadership, facilities, equipment and program. More joint action in planning, and in making requests to Provincial and other authorities would go a long way towards obtaining the most desirable solutions to needed facilities, equipment, and even budgets for personnel. Provincial government programs already exist for assisting in these matters.

Similarly, more joint action in arriving at a common understanding of a suitable division of responsibilities for providing and maintaining facilities, equipment and programs would much improve offerings while optimizing the use of available resources. Specific examples of these matters can be found within the description of each school under the above

heading. To ignore this direction of action at either the Board or local school level would be to forego some of the potential resources available to the Board and the Cree people. This is particularly important because of the relative smallness and "community nature" of all of the Cree settlements. The schools and recreation committees are serving the same people and need to get together if their efforts are to have optimal benefits.

> Recommendation 7: We recommend that the Cree School Board provide the necessary incentives and support for each school to work out the required arrangements with its respective band council recreation committee to best meet the physical education and recreation needs of that community.

To achieve this, local school authorities will need the advice and assistance of a Board-provided person experienced in such matters. This person should help as well to assure some degree of consistency, though not uniformity, across the Board's schools.

Included in agreements should be consideration of the following: (a) planning for, provision and improvement of physical education facilities and equipment, (b) maintenance of facilities and equipment, (c) storage and control of equipment, (d) provision of leadership, (e) responsibility for programming and scheduling, (f) channels of communication. The evolving nature of these communities and the developmental stage of their schools must be kept clearly in mind in this process. Ultimately, written agreements between the Board and the various band councils may be desirable.

To fully appreciate the importance of the above, the observations and recommendations in this regard must be examined community by community.

Physical Education Personnel

The Cree School Board's philosophy of hiring native teachers raised the unique problem of having many dedicated and enthusiastic physical education

teachers who lack formal certification or training. The teachers are eager to learn and develop, but a vehicle for such education does not exist. Until now, a small amount of inservice training has been done by principals. Also, some such work has been done by the trained physical educators at Fort George and Mistassini. This, however, is far from adequate to enable these people to become effective educators.

Conversations with school committees and teachers indicated that the physical educators might best receive upgrading through a combination of on-the-job training, summer courses, workshops, clinics and pedagogical day courses throughout the year. In large schools such as the high school in Fort George, it would seem desirable to hire a certified teacher who is dynamic and experienced, and whose job description not only included teaching but to some extent teacher-training.

> Recommendation 8: We recommend that a long term program of teacher development in physical education be established.

> Recommendation 9: We recommend that to meet immediate needs of class organization, activity selection and orientation to the goals of physical education, etc., workshops should be conducted as soon as possible.

The recommendations immediately above, as well as several throughout this report, are predicated on strong leadership at the board level in physical education. A consultant in physical education is required by the Cree School Board. A specific recommendation in this regard has been included in the first section of the findings and recommendations.

An initial step towards producing native persons interested in pursuing physical education as a career might begin in high school. The Ministry of Education now recognizes a high school level physical education credit course, one goal of which is to develop leadership in physical education. If an elective program such as this (including teaching techniques, rules

of sports, and basic physiology) were incorporated into the Fort George secondary school physical education curriculum, a training ground for future Cree physical educators could be developed. (More information on what has been and is being done along these lines is available at McGill University.)

Physical education, of course, should be instructive but also it should be fun, exciting and interesting. Students who enjoy physical education will have one more reason to come to school, and to arrive on time. Enthusiastic, knowledgeable teachers enhance the process of enjoyable learning in school.

Safety Concerns

As we were requested, this study has included an examination of existing community and school safety problems which might be addressed through the physical education program. A perusal of the accompanying summary table (p. 11) and comments under this topic reveal a relatively small number of concerns and problems which are common to several communities. These include the dangers involved in the use of broken physical education equipment, inadequate and hazardous play areas both indoors and out, inappropriate footwear and clothing for vigorous physical education, and the lack of any mechanism for the teaching of basic water safety and swimming.

> Recommendation 10: We recommend that safety be made a top priority in the policies and procedures in all matters of physical education and recreation dealing with facilities, equipment and particitant dress.

To reduce the potential hazards and concerns, the following actions are recommended:

1. Establish the necessary mechanisms within the Board to ensure that broken physical education equipment is immediately taken out of service and repaired.

2. Ensure that there is at lesst a minimum of non-hazardous play area around each school.

3. Ensure that all areas being used for physical education pose the minimum possible dangers to the participants.

4. Encourage and facilitate in every way possible the wearing of appropriate dress, footwear and protective equipment for all vigorous physical education activities (e.g. running shoes, shorts and t-shirts in the gymnasium, helmets for hockey on ice, etc.) It was brought to our attention that the Board assists the Cree children attending McLean Memorial High School very directly in this matter.

Although swimming is not as popular in these northern communities without indoor pools as it is further south, we are lead to believe that many of the children do go into the water in the summer, and there certainly are also occasions when travelling on the water that one finds oneself in the water involuntarily. For these reasons, parents feel that it is highly desirable that the children learn at least the fundamentals of water safety and swimming.

> Recommendation 11: We recommend that the Cree School Board take the steps necessary to offer to each community the opportunity for its youth and interested adults to receive basic water safety and swimming instruction during the appropriate time of the summer.

The mechanisms for this seem to be most readily available either through a Student Services project or through Adult Education. It appears that both adults and youth could be well-served through such a program and hence either or both divisions of the Board might qualify. Instructors for such a program are obtainable through McGill University or through the Canadian Red Cross Water Safety authorities, but they would need to be made aware of the specific needs of the situation into which they are going.

Happily, these safety concerns are few in numbers, but this must not minimize their importance. Each in its own right poses real potential dangers for the youth of these communities and should be dealt with immediately.

CONCLUSION

The tremendous diversity amongst the Cree communities, the rapid change and accompanying problems facing each community present difficulties when proposing recommendations. The recommendations which follow must be considered to some extent community-by-community. Several of the recommendations are clearly long term in nature. Others attempt to solve problems in a more immediate manner.

Recommendation 1: We recommend that the Cree School Board appoint a person or agency to be responsible for leadership in the development of physical education and sport within the schools.

Recommendation 2: We recommend that long range plans be established for constructing a gymnasium for every school in the board.

Recommendation 3: We recommend that immediate steps be initiated to construct a playground near every school and flat, unobstructed sports playing fields be developed adjacent to each school.

Recommendation 4: We recommend that the physical education equipment for each school be increased and upgraded immediately.

Recommendation 5: We recommend that the teachers of physical education be given a curriculum to guide and structure their teaching. The adoption of an existing curriculum must occur in conjunction with teacher education which would instruct the teachers in the essentials of curriculum utilization.

Recommendation 6: The physical education program content should reflect a healthy balance between games, gymnastics and rhythmics and the extra curricular activities including intramurals should become a regular feature of the program so that increased activity occurs beyond the minimal 60-90 minutes per week.

Recommendation 7: We recommend that the Cree School Board provide the necessary incentives and support for each school to work out the required arrangements with its respective band council recreation committee to best meet the physical education and recreation needs of the community.

Recommendation 8: We recommend that a long term program of teacher development in physical education be established.

Recommendation 9: We recommend that to meet immediate needs of class organization, activity selection and orientation to the goals of physical education, etc., workshops should be conducted as soon as possible.

Recommendation 10: We recommend that safety issues be made a top priority in the policies and procedures in all matters of physical education and recreation dealing with facilities, equipment and participant dress.

Recommendation 11: We recommend that the Cree School Board take the steps necessary to offer to each community the opportunity for its youth and interested adults to receive basic water safety and swimming instruction during the appropriate time of the summer.

APPENDIX A

ITINERARY AND MEETINGS

Date of Visit	Community	Phys. Ed. Consultant(s)
Feb. 4-7, 1980	Fort George	Greg Reid & Graham Neil
Feb. 7-11, 1980	Great Whale	Graham Neil
Feb. 7-11, 1980	Paint Hills	Greg Reid
Feb. 11-13, 1980	Eastmain	Graham Neil
Feb. 13, 1980	Rupert House	Graham Neil
Feb. 11-13, 1980	Rupert House	Greg Reid
Feb. 14, 1980	Val d'Or	Greg Reid & Graham Neil
Feb. 18-20, 1980	Mistassini	Greg Reid & Graham Neil
Feb. 20-21, 1980	Waswanipi	Greg Reid & Graham Neil
Feb. 22, 1980	Chibougamau	Greg Reid & Graham Neil

APPENDIX B

REPORT ON, AND RECOMMENDATIONS FOR EACH COMMUNITY

EASTMAIN

General School Situation:

Principal: Joe Gallagher

P.E. Teacher: None

School Size: 98 children, Pre-K to Sec. 1

Languages: Cree, English and French

Although in general an excellent school situation, this is not a particularly good physical education setting at present. Within this relatively isolated community of 355 people, two buildings serve the basic needs of the school. Although the school is overcrowded at present, there is nearly perfect attendance. The staff appears to be a particularly devoted, hard working and close-knit group despite the fact that they have to do a little of everything because of their small numbers.

Facilities & Equipment:

There is no gymnasium nor other large facility that might serve for physical education, recreation or community gatherings within the community. In fact, only the present kindergarten room is nearly large enough for any form of indoor group physical exercise or recreation.

There is, relatively close to the school, a very good, well-maintained outdoor ice rink complete with lighting and sheltered players' benches. There is also a "Recreation Hall" adjacent to the rink that might serve for changing and some equipment storage. There is a softball field with a backstop in need of repairs adjacent to one of the school buildings. A metal slide immediately behind the school is the entire complement of playground equipment.

There are a very few items of small physical education equipment available. Snowshoes to be used in a Cree culture outdoor education-type venture are

gradually being purchased from local manufacturers.

Program:

Each group of children is assigned two 45 minute periods of physical education a week with its own classroom teacher. The teachers appear to be trying to fulfill this assignment, but they are without any specialized training, little time to prepare or to develop an ongoing program, and they have only outdoor facilities. The program appears to consist mostly of basic instruction and participation in a relatively small number of sports activities and low-organization games (i.e. soccer, softball, broomball, skating, dodgeball).

There is also a commendable extracurricular program of free play and team games (soccer, broomball, etc.) at recess time, organized and supervised by the principal and other staff. The staff, under the principal's leadership, also attempts to have a sports day or afternoon periodically.

The Bush Camp program of Cree culture outdoor education-type activities is presently conducted Friday afternoons and occasionally involves overnight outings. Though not designed originally for such activities, this program could contain extensive physical education.

There appears also to be a growing community-based recreation program which involves children as well as adults. Until now, it has consisted of activities such as broomball, ice hockey, softball, and carnival or powwow-type events animated and organized by volunteers.

School P.E. Program in Relation to Community Recreation:

Though there appears not to be any formal arrangement between the Recreation Committee or the Band Council and the School, there is a relatively close relationship between what they do. The school uses the community rink which was built and is maintained by the Recreation Community. The Recreation

Committee, in turn, has borrowed what little there is of school sports equipment and makes available what it has. The Band Council and school are exploring the advisability and feasibility of hiring a full-time person to teach physical education in the school and to serve as recreation director for the community and this appears a most desirable solution to several problems in this community. This same sort of joint action may also provide a long term answer to the provision of indoor physical education and community recreation facilities. Considerable work has already gone into this project in terms of possible job descriptions, time allotment, hours of responsibility and control.

Safety Concerns:

The people of this community are concerned about their young people learning the basics of water safety and swimming.

Members of the School Committee who also expressed concern about the community obesity and lack of physical stamina are looking for answers to this problem. A regular and vigorous physical recreation, and nutrition education program is seen as a possible solution.

Recommendations:

1. A gymnasium is needed for anything approaching a complete physical education program in this situation. Considering the size of the community and the lack of other community facilities, it seems highly desirable that the gymnasium be so constructed that it may also serve as a community recreation centre.
2. Additional physical education equipment and supplies are needed.
3. The playing area behind the main school building should be developed further as a sports playing field. Additional goal posts might serve for soccer, team handball and football and the softball backstop should be repaired.

4. It is desirable that additional playground equipment be added, such as swings, teeter-totters, and a climbing frame.

5. In order to have a viable physical education program, it is imperative that a single person be responsible for it and it is desirable that this individual be hired full-time. This person might be a teacher with responsibility for physical education, or he might work half-time as a physical education teacher and half-time as a community recreation director. The latter seems the preferable solution in this situation. The school principal and Band Council seem to favor this solution, and they must guard against community recreation problems becoming so great that the physical education instruction becomes a secondary concern.

6. To achieve the above recommendations and fill the needs both of the school and of the community, it is essential that planning and implementation of these improvements be done jointly by school and Band Council authorities. This, of course, means pooling resources and sharing responsibility, but, based on the evidence of sharing and communicating in this community, this should not give rise to any major problems. The planning and implementation stages could benefit from help.

7. The teaching of physical education will be greatly facilitated if boys and girls above grade 3 are separated for most physical education activities and the programs vary somewhat from one to the other.

8. Regular extracurricular physical activities as well as instruction should continue to be part of the overall school physical education program.

9. A provision for teaching children and interested adults the basics of swimming and water safety is highly desirable.

FORT GEORGE

(Editor's note: In the interests of completeness, we include this section on Fort George)

Though the two schools of Fort George are treated in the same way as those of the other communities, it is impossible to ignore the fact that another school is being built at a new town site and that these schools will shortly no longer exist. The nature of the new school will change things dramatically. Physical education in this new building with multiple, spacious gymnasiums, a swimming pool and access to an indoor arena will be quite different from that described here. Although we had no opportunity to visit the site or discuss detailed plans for the new school or its operation, it is obvious to us that most things will be quite different from what exists at present in Fort George. The basic plans for the school and its indoor physical education facilities were examined, and suggestions made for floor markings and alterations to the plans for the gymnasium. It is evident that continued input from experienced specialists in physical education is indispensible if the school is to open with an effective physical education program. In fact, at least one experienced, well-qualified physical educator is an absolute necessity if the program is to be well-conceived and well-conducted, and if facilities and equipment are to be appropriately used and controlled. The swimming pool operation alone requires at least one properly qualified and experienced person.

Though a physical education program does not make or break a school, in circumstances such as these, well-planned, a well organized and well-conducted program could go a long way to help make the new school's operation successful. It can lead to the students identifying with the school and to a desire to go there to gain from it whatever they can.

Many of the comments and recommendations for the present Fort George schools will apply to the new school as well.

SAND PARK ELEMENTARY AND SECONDARY SCHOOL (FORT GEORGE)

Elementary Principal: Marvin McKay
P.E. Teacher: Mario Morin
School Size: About 300
Languages: Cree and English

High School Principal: Denis Lapointe
P.E. Teacher: John Posh
School Size: About 300
Languages: Cree and English

The elementary school and secondary school are housed in three buildings in close proximity. As there is no gym in the high school, indoor classes are held either in the elementary school gym or in the chapel of the intermediate school. The observations and recommendations of this phase of the study do not take into account the part that both schools will be housed in the same building on the new site of Chisasibi from September, 1980. We understand that the new physical education facilities and equipment will be modern and plentiful.

Facilities and Equipment:

The gymnasium in the Sand Park Elementary School is an excellent facility. The large stage in the gym provides the community and school with a multi-purpose room and the stage itself can be used as a teaching station for physical education classes. The playground adjacent to the school is adequate, although there appears to be room for a small softball diamond and a need for additional climbing apparatus. The ice hockey rink near the school, is well-lit in the evenings and appears to be adequately maintained. The high school requires a gymnasium with equipment appropriate for older students. The existing chapel is inadequate as a teaching station for physical education and the elementary school lacks equipment commensurate with the needs of adolescents. In addition, a larger playing field and track are essential for a quality physical education program for secondary students.

The elementary school physical education equipment, although plentiful in comparison with several of the other schools of the board, has some deficiencies. Young children can enjoy and benefit from additional equip-

ment, such as static and folding wall bars and attachments, hula hoops of various sizes, etc. Recommendations with regard to equipment purchasing were made to physical education teacher Mario Morin, as were suggestions about floor markings and the general architectural plans for the new gymnasium. These recommendations were also directed to André Corbeil through Mario Morin.

Physical Education Program:

The quality of the physical education program appears to vary tremendously within the Sand Park elementary and secondary schools. There does not seem to be a working curriculum which might guide instruction and progression throughout the schools years. The area of rhythms and dance are virtually nonexistent and the primary physical education program in particular is weak. The physical education teacher has requested help at the primary level, as well as a link with resource people. Furthermore, the girls are relatively inactive in gym classes at the high school level. The school committee was particularly vocal about the need for a more varied and extensive program for the girls. Despite some of these problems, the activities selected for the children at the elementary school level are generally appropriate, a high level of activity is apparent in each lesson, the children respond well to the instructor's directions, and they seem motivated and skilled in the games and activities.

Students generally had two physical education classes per week, which is considered the minimum. Boys and girls were combined for instruction up to grade 4 and separated after that point, a procedure consistent with practice in the south. The children do not change into shorts and T-shirts for gym classes nor do they wear running shoes. This practice can prove dangerous as inappropriate footwear is a safety hazard, and restrictive clothing prevents freedom of movement so necessary in a quality gym program. Also, community leaders expressed a need for water safety instruction.

The gymnasium is used by school and community to the utmost. Virtually every afternoon and evening something is scheduled. These activities include a boys high school basketball team, a girls high school and adult volleyball team, judo instruction, badminton, etc. The organization of intramurals is not extensive. For upper elementary grades and high school children such competition by teams with the school can provide valuable experience. Other extracurricular activities which could augment the physical education program, include field days and winter carnivals.

From our observations and discussions at Fort George, it seems to us that the desired goals of physical education reflect those of programs in the south. Concern was expressed, for instance, for the physical fitness of the children, for the need for activities for the girls, and for the need of young children to be aided in activities which promote coordinations and skills. Specific activities such as volleyball, basketball, gymnastics, dance, track and field, soccer and archery were among the many noted for inclusion in the physical education curriculum.

Physical Education in Relation to Community Programs:

Physical education as a school subject should not occur in isolation from the community recreation programs. Indeed, coordination between school and community programs to avoid redundancy, and to complement each other, is highly desirable. Such coordination is possible in Fort George because the Director of Community Recreation is also a physical education teacher at Ste. Therese. Hockey teams at the atom, midget and senior level exist for the men and ladies broomball team has been formed. These teams travel to other Cree communities for one-weekend tournaments in the specific sport. During the summer, softball is organized by the recreation committee. In addition to the sports, the recreation committee supports bingos, dances, movies, etc. to provide enjoyment and to raise money.

With the move to the new school next year the gym facilities will be used by the community more often. It seems necessary to have a full-time recreation director who can coordinate the community's programs and work in conjunction with the gym teachers, but lines of authority and communication must be clear.

Safety Concerns:

Water safety was mentioned as a priority. With the expected swimming pool next year, insruction in water safety procedures appears possible and necessary.

Proper footwear is necessary in physical education programs. Running shoes, T-shirts and shorts should be made compulsory.

Recommendations:

1. The playground should be expanded, preferably with natural playground equipment.
2. Swimming instruction should be mandatory.
3. Students should wear T-shirts, shorts and running shoes in physical education classes.
4. Extra-curricular activities should be expanded and run in concert with the community recreation department.
5. Extra-curricular activities should be part of the teachers' workload.
6. The girls' physical education program should be expanded and upgraded.
7. Clinics and courses to develop teacher skills should be organized.
8. A female physical educator should be hired.

ECOLE SAINT THERESE (FORT GEORGE)

General School Situation:

Principal: Sister Pauline

P.E. Teachers: Andrew Rupert (Full time)
Pauline Fortin (Part time)

School Size: about 300 pre-k to Sec. IV

Languages: Cree and French

Although in older buildings needing renovations, the Ste. Therese School provides a relatively good setting for physical education, but the gym and its equipment seem dingy, cold and neglected.

Theoretically, this school has an important advantage over all the other Cree schools in that it has both male and female physical education teachers.

Facilities and Equipment:

The gym, although appropriate in size for elementary school use, is hardly adequate for a secondary school program and it could be considerably improved.

There is good playing field space and a nice outdoor ice rink. There is also a softball backstop and outdoor basketball backboards. There is some permanent playground equipment.

Available physical education equipment needs repairs, and there is a need for additional equipment if a complete program is to be expected.

Program:

Although the children up to Grade 3 are scheduled for 60 minutes of physical education a week and Grade 4 through Secondary IV for 90 minutes a week, it appears that the program varies considerably in quality between instructors and from one day to the next. Boys and girls are scheduled together for physical education at the present time, and there does not appear to be a great deal of variety of activities being taught to the children.

There is no extracurricular physical education program, but one could be easily organized with the available facilities. The secondary children living in residence next to the school could benefit greatly from a program available to them after school, in the evening and on weekends.

Trapping and to some extent snow shoeing is being taught to the secondary school boys as part of their Cree culture program.

School P.E. Program in Relation to Community Recreation:

There appears not to be any direct connection between the community recreation program and the school physical education program although one can see good reasons why such should be developed.

Pauline Fortin who teaches physical education part time has had some university training in this field.

Safety Concerns:

The gymnasium in its present state, is not a safe place for physical education.

Recommendations:

If the present facilities are to continue to be used, the following improvements should be made.

1. Insulate and paint the gymnasium and remove the ramp from its south-east corner.
2. Repair all broken physical education equipment.
3. Purchase more large equipment, materials and supplies as needed.
4. Install combination goal posts on the sports playing field.
5. Install additional playground equipment where its use may be easily supervised and where the children do not have to cross a street to get to it.

6. Separate boys and girls above grade 3 for their physical education programs and provide a different program for each.
7. Provide a regular extracurricular physical education program after school.
8. Develop a better tie-in between school physical education and community recreation programs.

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GREAT WHALE

General School Situation:

Principal: Keith Butrum

P.E. Teacher: George George (part time) as of Feb. 7/80

School Size: about 165 but varying tremendously from day to day from Pre-K to Sec. II

Languages: Cree and English

The school is in several old buildings quite widely dispersed, and largely within the white community. The gymnasium, outdoor skating rink and softball field are all within the white community, some distance from the school buildings and even further from the Cree community. Attendance at school is sporadic.

Facilities and Equipment:

There is an excellent large gymnasium with changing rooms, washrooms, an office and bleachers, all reasonably well-equipped. It is administered by a Recreation Director hired by the Quebec Minister of Public Affairs, is shared with the Kativik School Board during the school day and is some distance from both the Cree school buildings and Cree community. The floor is marked for a range of sports activities (volleyball, basketball, badminton, team handball) and an adjacent storage room contains a range of equipment including some of that necessary for gymnastics. It appears that this equipment has been provided by each of the school boards, the Ministry of Public Affairs, and the local Social Club which also serves as something of a service club to the communities concerned.

A softball field complete with backstop, sheltered player's benches and bleachers has been set up in the centre of the white community. New outdoor rink boards and an adjacent equipment shack have recently been installed on the ball field. There is no playground equipment or other playing fields although there appears to be ample playing area near the school buildings. There is also within the white community an indoor curling rink.

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The school has a stock of additional small physical education equipment, some of which is in regular use by teachers, but the bulk of which is in storage.

Program:

The weekly time allotment for Physical education varies with the age group from 60 minutes to something over 90 minutes in one block.

Boys and girls are scheduled together for physical education. This often results in the girls of the upper grades not showing up at school on the afternoon they are to have physical education.

The rate of changeover of people responsible for teaching the physical education since the beginning of the year makes the program very difficult to assess, but it appears that little more than a sporadic, limited, recreation-type program has existed. A couple of classroom teachers have also been trying to do some physical education with their classes with varying degrees of success. There is no extracurricular program of any sort provided through the school.

School P.E. Program in Relation to Community Recreation:

There is an arrangement between the two schools concerned and the community recreation authority about the use of the gymnasium but nothing seems very clearly-defined. Although there are two, apparently full-time, people working in recreation, there is only the bare skeleton of a recreation program provided. The policy seems to be to provide the facilities, some equipment and supervision and let the program take care of itself. Some major administrative and technical errors are being made in such matters as mounting basketball baskets upside down, not knowing how to build up a rink ice surface or how to install rink boards so that they are functional. The recreation organization of the entire community appears heavily supported, in money, program and personnel resources by the Social Club.

Physical Education Personnel:

There has been constant changeovers of the individuals responsible for physical education since the beginning of the school year. One important reason for this seems to have been that the individuals were hired by the lesson for only a few hours a week so that as soon as a better job was available, they left. George George, the young fellow in the job at the time of our visit had only begun three days before.

Safety Concerns:

Some of the equipment being used in the gymnasium is in a very poor state of repair and is potentially extremely dangerous.

Although many students wear proper running shoes, others go into the gym in their stockinged feet, which can be quite dangerous.

Recommendations:

1. Physical education must be given a higher priority than it has been in the past. A strong physical education program can enhance the operation of the entire school, and good physical education program is "fun" in the children's minds and hence attracts them to school.
2. A better time allotment for physical education is needed. All groups should have classes at least twice a week and in blocks of time in keeping with their attention span and other abilities. Keeping in mind the distance that must be travelled to the physical education facilities, a variety of possibilities exist: (a) Schedule as much physical education as possible first thing in the morning, just before or after recess, just before lunch, just after lunch or for the last lesson of the day so that travel time will only have to be taken from one end of the lesson. (b) Provide some sort of transportation to and from the gym, rink or ball field. (c) In good weather, conduct some of the physical education classes outside in the open area near the school buildings.

3. Separate boys and girls for physical education instruction above Grade 3.

4. Work out an arrangement with the recreation authority and the Kativik school regarding the provision, maintenance and use of physical education facilities and equipment.

5. See that existing dangerous equipment is repaired before being further used.

6. Get available physical education equipment and supplies out of storage and available for physical education use.

7. Develop a playground with the appropriate playground equipment around the primary school building in the Cree community. This could then be used by the children during their breaks at school as well as for out-of-school times.

8. Develop at least a minimum sized, relatively flat, unobstructed play area near the school for use as a sports field. It should include goal posts that may serve for soccer, outdoor team handball and flag football. An alternate location for such a field would be closer to the Cree community in order to encourage its use outside of school as well as during the school program.

9. If possible, hire a trained, experienced person to get a solid physical education program established and accepted by the Cree people in this community. This undoubtedly would require having him work in some other aspect of the over-all school program as well.

10. Provide for an extracurricular as well as an instructional physical education program.

11. Acquire additional equipment as the school program is developed.

McGILL UNIVERSITY, FACULTY OF EDUCATION, OFFICE OF RESEARCH ON EDUCATIONAL POLICY

MISTASSINI

General School Situation:

Principal: George Blacksmith

P.E. Teachers: Joe Neeposh & Bjorn Olsen

School Size: 450

Languages: Cree and English

Mistassini, a town of approximately 2000 people and located in close proximity to Chibougamau, has several advantages over the more isolated communities concerning physical education. The school is growing, with 450 children housed in two buildings, one of which is temporary and in need of replacement.

Facilities and Equipment:

The gymnasium facility at the Mistassini school is excellent. The gym is large, well-lit, has a large stage, two equipment rooms, and it opens directly to the parking area thus enabling it to be used in the evenings without people wandering through the school. The hockey rink (beside the school) is good, although the lack of lights prevents this facility from being used maximally by the community. The sports fields are inadequate, preventing optimal outdoor programs such as soccer, flag football, softball and lacrosse. The playground is minimal, and increasing the equipment in the playground would do much for the motor skills of the children.

Generally, the equipment is appropriate and abundant in the school. A list of suggested equipment purchases was prepared for the principal, as was a list of repairs.

Physical Education Program:

There is no organized program in physical education for pre-K and Kindergarten children except that which may be conducted by the classroom teacher. This is a particularly important consideration when constructing a curriculum for the school. The primary levels receive two 30 minute periods per week

while the older children have instruction for three 30 minute periods. The sexes are separated for gym classes in the upper grades.

The overall instruction program appears to be fair to good. Grades 1-2 are taught by a qualified instructor and although there is no written curriculum, most aspects of physical education appear to be included such as gymnastics and games. The treatment of rhythmics, however, is minimal. Grade 3 and above are taught by an unqualified but enthusiastic teacher. Since two teachers are responsible for the program it is even more important that a curriculum exist to avoid undue repetition and ensure continuity in the program from pre-K to Secondary One.

Our observation of lessons indicated that there is a greater need for the teacher to offer specific instructions, since some activities were primarily recreational or play in nature. Also, some gymnastics activity appeared to emphasize the speed of the movement rather than the quality of movement. Activities which should interest the older children include cross country skiing, archery, wrestling, team handball and canoeing.

There were minimal extracurricular sports activities although recreational volleyball in the afternoon and an evening basketball team do exist. It seems most of the sport activities were run in conjunction with recreational leagues of Chibougamau. A good intramural program would seem to be highly recommended at Mistassini in light of a good facility and the large numbers of students. The intramural activities are best selected as an outgrowth of the class instruction. Water safety instruction is thought necessary by the school committee.

Physical Education in Relation to Community Recreation Programs:

The physical recreation program of the community and the physical education program of the school should support and augment each other. In Mistassini, more communication between the responsible people involved is necessary.

e.g., the fine gymnasium is not generally used by the community in the evening. The roles of school maintenance workers and community maintenance workers, and school and community budgets do not seem clear, e.g., although lights for the hockey rink exist, no group has taken the responsibility or is prepared to accept the cost of installation. Finally, the community sports equipment is in the school but no one seems to know which group owns what. As long as each group has access to such equipment this is not necessarily a problem, but when equipment is broken and in need of repair or replacement, who is to pay or take responsibility for getting the job done?

Safety Concerns:

In order to truly benefit from physical education, participants should be dressed in running shoes, shorts and T-shirts. This costume allows freedom of movement and the footwear helps prevent injuries. All children should be required to wear such apparel.

Instruction in water safety and first aid should also form part of the school physical education program.

Recommendations:

1. The playground and field adjacent to the school should be developed and expanded.
2. Intramural and other extracurricular activities should be organized.
3. Equipment needing repairs should be taken care of immediately.
4. Program development should occur for pre-K and kindergarten classes.
5. The skills of teachers of physical education should be updated by consultation and they should be aided by clinics and courses.
6. Extracurricular activities should be part of the teachers' workload.

RUPERT HOUSE

General School Situation:

Principal: Jacques Ramond

P.E. Teacher: Eric Weistche

School Size: 320

Languages: Cree, English and French

The elementary school has a population of 320 children in this town of approximately 1400 people. The English school is housed in about 5 different buildings while the French one is located in one old building at the other end of town. It appears Rupert House is in desperate need of a new school facility.

Facilities and Equipment:

The physical education facilities are almost nonexistent at Rupert House. There is no gymnasium, no playground, there is a small softball field at the French school, and the community hall once used for gym class is presently closed while its structure is assessed for safety. The hockey rink near the English school is adequate and appears to be used optimally. Rupert House needs an appropriate playground, fully equipped gymnasium and additional space for playing fields.

Physical Education Program:

There appears to be no organized physical education for pre-K and Kindergarten children, except that which is conducted by the classroom teacher. Since children of this age not only benefit from, but are in great need of, a variety of movement experiences, this appears to be a major weakness in the physical education program. The remainder of the grades receive two periods of instruction per week which must be considered minimal. The boys and girls participate together in gym classes although contemporary practice is to separate the sexes for instruction after grade 3.

The program for grades 1-3 appears to vary somewhat. There are lessons in which children rotate from station to station with small equipment, relays and low organization games. It seems, however, that more ideas are needed for this aspect of the program, and the major areas of gymnastics and dance are at present not a part of the physical education curriculum. The older grades enjoy low organization games, lead-up games and sports which constitute the bulk of the program. Again, gymnastics and dance are not being taught nor are other activities which might prove beneficial and enjoyable. In all classes, however, the activities were recreational in nature with minimal instruction offered.

The popular extracurricular activities were primarily atom and midget hockey which were organized within the community recreation program. Floor hockey in the fall and volleyball (for the girls) were also offered although apparently with minimal success. The school committee in Rupert House voiced the need for more organized extracurricular activities in general, and specifically activities for the girls. Again the need for water safety was recognized.

Physical Education in Relation to Community Recreation Programs:

Although there does not seem to be any formal arrangements between the Recreation Committee of the community, and the school, regarding programs, some coordination between the two groups is obvious. For example, the atom and midget hockey teams in the community are organized through the school extracurricular program. The senior team and ladies' broomball function under the auspices of the recreation committee, though the equipment for broomball is owned by the school. These are examples of coordination between school and community.

The Recreation Director indicated that a soccer league was started but was not very successful. The school, in future, might make a point of teaching the skills of soccer before and during the time the soccer league is to

function, and in this manner, more interest might be generated for this activity.

A strong working relationship between the Band Council (in particular the Recreation Department) and the school is necessary and this appears to exist in Rupert House. This will be of paramount importance when a new gymnasium is built and equipped.

Safety Concerns:

Equipment and facilities which are broken should be repaired immediately. Water safety for the children was mentioned in Rupert House. Instruction regarding water safety and first aid should be implemented.

Recommendations:

1. A gymnasium and community hall should be constructed.
2. A playground should be constructed (preferably of natural material).
3. Extracurricular activities should be expanded and run in concert with the community recreation department.
4. Sexes should be separated for instruction above grade 3.
5. Emphasis on program development should be a major emphasis for all groups.
6. The skills of the teachers of physical education should be upgraded through clinics, courses and consultation.
7. Extracurricular activities should be part of the teachers' workload.

WASWANIPI

General School Situation:
Principal: Daniel Nolet
P.E. Teacher: John Kitchen (full time)
School Size: 142 children and growing, Pre-K to Sec. I
Languages: Cree, English and French

In this five-year old, growing community of 400, the school is suffering from the growing pains of the village. Though plans for the community's development (including a school) seem quite complete and are being carried out in planned stages by the Band Council, the immediate need for a functional school seems to have been forgotten. At present, the school consists of nine or so small buildings. There is no real facility for physical education, nor even a safe place for free play by groups of children.

Any evaluation of the immediate situation of recommendations must take into account plans already made for the new school and the facilities which are to accompany it. Consideration here must be both for improvement of the immediate situation and for planning for the future.

Facilities and Equipment:
Facilities at present serving physical education classes consist of an outdoor ice rink with a changing-shack, an unheated, well-used low-ceilinged former classroom (approx. 30 x 20 feet) and a small warehouse or garage (approx. 30 x 20 ft.) with a somewhat higher ceiling. The warehouse is at the opposite end of the village from the other school buildings and it also serves at present as a community and recreation centre, though there is no place for locking up equipment or supplies.

Although some degree of physical education can be carried on in these facilities, they are far from adequate. There are no sports playing fields or playgrounds.

There are a few items of physical education equipment but they are totally inadequate for conducting a satisfactory instructional or even recreational program.

The indoor and outdoor facilities planned to accompany the new school seem good but will need to be examined carefully to see that they meet the needs of this specific school and community.

Program:

The following time has been set aside for an instructional program in physical education:

Pre-K and K - no physical education,
Grades 1 to 3 - 60 min per week,
Grades 4 to 7 - 90 min per week,
Secondary 1 - 100 min per week.

Boys and girls are assigned together for physical education. The program as presently being conducted appears essentially of a recreational or "play" nature with a minimum of rules in a small number of sports or games being taught. There is no extracurricular program of any sort.

The present poor facilities and equipment, the time required to get to and from physical education classes, and the lack of training of the physical education teacher, do not lead one to expect much in the way of a physical education program.

School P.E. Program in Relation to Community Recreation:

There are no formal agreements or arrangements between the Band Council (Recreation Committee) and the School regarding programs or sharing of facilities and equipment. The rink, however, was put up and is maintained by the Recreation Committee, and while the warehouse belongs to the school, it is used by the Recreation Committee for its activities.

The Recreation Committee appears not to have any regular planned physical recreation program at present, but does arrange special events and programs.

The school physical education teacher seems to be well-informed of what is occurring in the community recreation program.

Safety Concerns:

Concern was expressed for the need for swimming and water safety instruction.

The warehouse, with construction materials lying about, open shelves and benches along the sides of one end, is not a safe place for conducting active, meaningful physical education classes.

There appears not to be a suitable, safe, open play area for the children near the school buildings.

Recommendations:

1. Build the gymnasium of the new school and the accompanying playing fields and playground immediately, and before final plans for the school are necessarily completed. These facilities are needed by the school and community now, not only once the entire village has been constructed. They need to be planned carefully for their joint school and community use.
2. If physical education must continue to be conducted in the existing facilities, a suitable open play area needs to be prepared, with at least a minimum of playground equipment and sports field facilities. The material in the warehouse should be re-arranged to make it a safer facility and some provision must be made for locking up physical education equipment.
3. With or without the new gymnasium, at least a minimum of equipment is needed for conducting a reasonable program and should be obtained immediately.

4. Pre-Kindergarten and Kindergarten need the opportunity to learn through moving, exploring and manipulating objects at least as much, if not more, than older children, and, therefore, should have regular physical education as part of their program.

5. Boys and girls above grade 3 should be separated for most physical education activities and their programs should vary from one another.

6. As the instructional physical education program is improved, every effort should be made to provide an extracurricular program for the children as well.

7. Establish ongoing communication and coordination between the school and Band Council, Recreation Committee regarding the development and maintenance of facilities, provision of equipment and program in and for sports and recreation.

8. Provide the physical educator with every opportunity possible to improve his skills as a teacher in this field.

PAINT HILLS

General School Situation:

Principal: Mr. Steven Pash
P.E. Teacher: William Blackned
School Size: 160
Languages: Cree and English

Paint Hills is one of the smaller Cree communities, approximately 700 but it boasts a growing elementary student population. The present school is bulging at the seams with about 160 students, and two additional buildings in the community must be used as classrooms as the main school cannot accommodate all the students.

Facilities and Equipment:

The facilities for physical education are very poor at Paint Hills School. There is no gymnasium nor does there appear to be a large enough hall or room available near the school which might function as a gymnasium. Some classrooms have been partitioned, thus making classroom physical education difficult. Almost every community group or leader expressed the need for a gymnasium and community centre. There is adequate playground space around the school although recently-placed hydro-electric poles traverse this area creating hazardous obstacles. The playground equipment - a slide and climbing apparatus - represent less than minimal requirements. The hockey rink (siutated close to the school) appears to be well-maintained and thus can be used to great advantage. It would appear that Paint Hills School requires a fully equipped gymnasium, more "free" play space as part of an outdoor physical education area, and additional playground equipment.

The equipment used by the school for physical education is appropriate but there isn't enough.

Physical Education Program:

Despite the lack of appropriate facilities and equipment, the physical education program at Paint Hills appears to be quite good. The principal instructor works with a yearly plan (thus assuring a variety of activities for the children). Both the Young Olympian and the Canada Fitness awards program have been utilized. In addition, extracurricular activities include flag football, soccer, and a field day. In conjunction with the Recreation Coordinator of the Band Council, there are two boys hockey teams, softball teams in the summer and a girls broomball team.

Several teachers and the School Committee were concerned with the after-school program for the girls. They didn't feel one activity was necessarily more appropriate than any other for the girls but that there is a need to eliminate the present situation of the girls standing while the boys participate. This issue particularly related to community programs as participation by the girls in school physical education seemed adequate. The physical education program appeared weakest at the younger grades where classroom teachers did their own teaching. The teachers themselves expressed the need for help in this area. The rhythmics and dance area needs to be expanded. The present facilities make this difficult as noise travels to adjacent rooms in the school. As in other communities, water safety instruction was considered a priority and canoe instruction and snowshoeing were believed to be desirable as part of the Cree culture program.

Boys and girls participate together in physical education classes from pre-K to secondary 1. This makes some programs such as wrestling difficult. It is recommended that the sexes be separated for physical education after grade 3. The students received instruction in physical education for two periods per week, a minimum amount.

Physical Education in Relation to Community Recreation Programs:

In small communities, a relationship between the community recreation coordinator and the physical education instructor must be established. This

will ensure adequate sharing of equipment and programs which don't overlap, but which augment each other.

Safety Concerns:

Training in water safety appeared to be a need in the community.

Recommendations:

1. A gymnasium and community hall should be constructed.
2. Extracurricular activities should be expanded and run in concert with the community recreation program.
3. Extracurricular activities should be part of the teachers' workload.
4. Above grade 3 the sexes should be separated for instruction in physical education.
5. The girls' physical education program should be further developed, as should the primary level program.
6. Upgrade the skills of the teachers through clinics, courses and consultation.
7. The playground should be expanded preferably with natural playground equipment.